**GENERAL INFORMATION**

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| Subject | **Global History 3** |
| Topic | Industrial Revolution |
| Time | 2 day lesson |

**STANDARDS AND OBJECTIVES**

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| Standards | **RH.11-12.1** - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **WHST- 9-10.8-** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation | |
| Danielson | **3c- Engaging students in learning**  **3d: Using Assessment in Instruction** | |
| Lesson Objectives  SWBAT... | * Analyze the Paris agreement through a close reading and use of annotation of the text. * Identify and perform the crucial steps that are needed in order to analyze and respond to DBQs on How countries have addressed problems created by industrialization. * Conduct research on how th developed country they previously researched has/is currently responding to problems created by industrialization. | |
| AIM: | How did the Industrial Revolution negatively impact the environment? | |

**MATERIALS AND RESOURCES**

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| Instructional Materials | Lesson powerpoint, June 2001 DBQ Essay and Documents, |
| Resources | * [**http://www.nysedregents.org/globalhistorygeography/Archive/20010614exam.pdf**](http://www.nysedregents.org/globalhistorygeography/Archive/20010614exam.pdf) * <http://www.bbc.com/news/science-environment-35073297> * <http://www.choices.edu/resources/twtn/twtn-climate-change.php> * <https://vimeo.com/178419228> * <http://www.cbsnews.com/news/paris-climate-change-summit-what-you-need-to-know/> * <https://www.nrdc.org/sites/default/files/paris-climate-agreement-IB.pdf> * **Computers with internet access** |

**INSTRUCTIONAL PLAN**

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| Do Now | Based on your research from the previous 2 days, Brainstorm 3-4 things governments, organizations and/or people can do to combate water, CO2 or use of fossil fuels.   * students brainstorm solutions as a group and share out with the class. | |
| Mini Lesson: | 1. Mini lesson/Modeling: Introduce the Paris agreement- class close reading and model annotations. Students complete the embedded questions. 2. Whole class discussion-> what is the purpose of the Paris Agreement? How does it address environmental issues? | |
| Independent Student Practice | 1. Students follow the DBQ protocol to complete short answer questions. 2. Students conduct research on how th developed country they previously researched has/is currently responding to problems created by industrialization.   Research guidelines:   1. Must have at least 4 different sources. 2. One source must be a chart. 3. Students should use the Source Rubric to test the reliability of sources. | |
| Closing Activity | Class Share-> Discuss one thing the country has done to address the enviromental impact of industrialization. | |
| Differentiation/  Grouping Decisions | Describe accommodations implemented to apply, adjust and meet the diverse learning needs of your students.   |  |  |  | | --- | --- | --- | | Group 1  Guided notes provided with coordinating websites for streamlined research. | Group 2  Scafolded research questions. | Group 3  Graphic organizers for organized research | | |
| Student Assessment/Rubrics | | |

Source rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  Unreliable | 2  Questionably reliable | 3  Somewhat reliable | 4  Reliable | 5  Most reliable |
| ~All opinion based  ~Heavily biased | ~Somewhat biased  ~little facts/details  ~leaves you questioning | ~Mixed opinion and facts  ~ Some bias | ~More facts than opinion  ~May show some bias | ~Mostly fact based  ~ little to no bias  ~multiple perspectives |

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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| Approaching | Meeting | Exceeding |
| * Minimally develops all aspects of the task * Is primarily descriptive; may include faulty, weak, analysis * Includes few relevant facts, examples, and details; may include some inaccuracies * Demonstrates a general plan of organization; may lack focus; may contain digressions | * Develops all aspects of the task but may do so somewhat unevenly * Is both descriptive and analytical * Supports the theme with relevant evidence, facts, examples, and details * Demonstrates a logical and clear plan of organization | * Thoroughly develops all aspects of the task evenly and in depth * Is more analytical than descriptive * Richly supports the theme with relevant facts, examples, and details * Demonstrates a logical and clear plan of organization; |